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ABSTRACT

The advisement system at Prince George's Community College is designed to afford each student complete information and preparation for entry into appropriate courses. Student movement through the process is determined by whether the student is considered first-time, transfer, concurrent enrollment, a veteran, non-matriculated, handicapped, returning, or foreign. Professional staff members assess student ability, using placement tests and interest inventories; assist in establishing or clarifying educational and career goals; and help students use college resources to meet their expectations. Three kinds of functions are undertaken within the system--remedial, preventative, and developmental. Within the preventative category, academic advisement and college articulation are given high priority. A variety of formats are employed: information dissemination and testing are handled in group sessions; career and educational goals, curriculum requirements, and course selection and placement are considered individually with each student; registration, fees, and attendance are handled by the student. Appendix I considers the philosophy of the Human Development Department and its implementation. Appendix II discusses the Comparative Guidance and Placement Test. Appendix III's flow charts illustrate the steps taken in the advisement process by various types of students. Appendix IV discusses the advising groups. (AYC)

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PRINCE GEORGE'S COMMUNITY COLLEGE
DEPARTMENT OF HUMAN DEVELOPMENT

STUDENT ADVISEMENT MODEL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prince George's Community College
Advisement System

The Advising System is uniform in that it is designed to afford each student complete information and preparation for entry into appropriate courses. However, the student's movement through the advisement process will vary depending upon his entry status (first time, transfer, concurrent, VA, non-matriculated, handicapped, returning and foreign).[1]

The system is concerned with helping each student realize their maximum educational potential. This process is accomplished by a variety of professional staff members dedicated to assessing the student's abilities, assisting in establishing or clarifying educational and career goals and using the resources of the college in meeting their individual expectations. The system is composed of faculty advisors, counselors, educational and student affairs advisors. The faculty advisors will assist currently enrolled students with counselors and educational/student affairs advisors as backups.[2] The degree center counselors and student affairs advisors will assist students in the degree and extension centers. At the Largo or main campus, the counselors and educational advisors will advise the currently enrolled students unable to see a faculty advisor and (first time, transfer, concurrent, VA, non-matriculated, handicapped, returning and foreign students).

The total system is devised as an educational support process for students who plan to transfer[3] and for those who will temporarily end their formal education at Prince George's Community College.

1 See Appendix 3
2 See Appendix 5
3 See Appendix 6

PHILOSOPHY OF ADVISEMENT

Implied in the statement of philosophy of the Human Development Department[1] is the performance of certain functions which were grouped on the basis of their focus into three general categories of remedial, preventative, and developmental. All three categories were deemed important to the successful operation of the Human Development Department and to exclude any category would be to neglect the needs of certain students. Even though the department title implies a focus on the developmental category, it was decided that provisions should be made for the performance of functions under all three categories.

The prevention category entails the prior identification and removal of potential problems and barriers to success. Academic Advisement and College Articulation are two services offered within this category.

The advisement process which includes college articulation is a critical area in the student's development. The student's entrance examination (Comparative Guidance and Placement Test) scores[2] in combination with the information gained from the interest inventory provide the basis for beginning the process of making decisions about career and educational goals, college articulation, and course placement and selection.[3] Decisions in these areas may be finalized at this point for some students while for others the process will be ongoing and a foundation established for future work.

In either case, due to the fact that 1) insensitive handling of test scores may result in a damaged self concept, 2) incorrect level of placement in courses may lead to failure, 3) inaccurate information about transfer requirements or inappropriate course selection for a particular major may

1 See Appendix 1
2 See Appendix 2
3 See Appendix 3

cause a loss of credit, time and money, and 4) poor selection of a major field of concentration may impact upon the student's entire life's work, the Human Development Department has devoted a major portion of its work effort to the advisement and articulation functions.

Goals of Advisement[1]

The academic orientation and advisement process addresses itself to the accomplishment of a number of goals which are approached in three different settings.

The first set of goals, treated in a group session format, are primarily of an information giving nature. Fifteen to thirty students are assembled and presented with general college information, specific information relating directly to Prince George's Community College, registration material,[2] and an interpretation of the relevance of their Comparative Guidance and Placement Test scores.[3]

The second group of goals involve the decision-making process and are considered individually with each student. Decision-making includes discussion of and sometimes decisions about career and educational goals, consideration of curriculum requirements and finally course selection and placement.[4]

The final steps in the process are handled by the student and involve completion of the course request form, registration, bill payment, and class attendance.

1 See Appendix 3
2 See Appendix 4
3 See Appendix 2
4 See Appendix 3

Appendix 1

Philosophy of the Human Development Department

The premise basic to the Human Development Department philosophy is that all persons have worth and dignity, an urge towards self-actualization and the basic right to achieve their maximum potential.

Two closely related but organizationally separate areas under the aegis of Human Development are Health Services and Counseling.

The philosophy of Health Services derives from a holistic view of mankind in that the Health Services Program strives to promote the optimal health (the total well-being of an individual=physical, mental and social) of all members of the College Community via the creation of a milieu which is conducive to healthful and safe functioning. Health Services are viewed as an integral part of a student's educational experience with shared emphasis upon both personal and community health.

Counseling shares with Health Services the holistic view of mankind. As a key function of the Human Development Department, counseling involves the process of accepting students where they are, developmentally, at the moment; helping them become aware of their real potential; providing them with assistance in bridging the gap from where they are to where they need to be; helping them to identify and eliminate the barriers that hamper and restrict their growth; and providing experiences that foster positive growth and development.

Counseling assists the individual in making and learning how to make, choices utilizing self-understanding and knowledge gained from past experiences. Central to the choice making process is the provision of appropriate learning experiences. The staff of the Human Development Department sees its major role as implementing the development and the provision of these kinds of facilitative experiences.

From this focus on individual development and the provision of appropriate learning experiences to foster same, the following outcomes reasonably can be expected:

1. the creation of a learning milieu in which a student feels free to challenge himself and his environment, take risks and experience unknowns;
2. the promotion of a self-identity based on the qualities of flexibility, creativity, openness to experience and responsibility;
3. impetus for individual movement away from facades and external evaluations and motivations and towards a greater awareness of and dependence upon the internal self as the source of motivation and evaluation.

Implementation

The Human Development Department philosophy probably can be most effectively and efficiently implemented through the use of a team approach. The team approach utilizes all levels of staffing, i.e., professional (clinical psychologist, counselors, nurses), staff paraprofessional (educational advisors, student affairs advisors), student paraprofessional (specially trained work-study students and student assistants), and support staff (secretarial/clerical staff, work-study students), each performing functions appropriate to their training and expertise.

The rigid assignments of functions, in so far as it prevents growth and promotes stagnation, is contraindicated. Rather, it seems logical to assume that as staff members grow and develop in their skills and competences they can be encouraged to perform additional functions and assume increased responsibility. The provision of appropriate staff development and training experiences can also be expected to enhance the development of skills and promote staff growth.

Implied in the statement of philosophy is the performance of certain functions. These functions can be grouped on the basis of their focus into three general categories of remedial, preventative, and developmental (see chart 1). Remediation involves a focus on the correction of problems after they have arisen. Prevention entails the prior identification and removal of potential problems and barriers to success. Development changes the focus from a problem orientation to a growth orientation. Included in this category are functions directed towards fostering individual growth for the future. A partial list of implied functions and their probable grouping is included in chart 1.

All three categories of functions are important to the successful operation of the Human Development Department. To exclude any category at the expense of any other is to neglect the needs of certain students. While the title of the department implies a focus on the developmental category, provisions should be made for the performance of functions under all three categories.

Chart 1

Remediation	Prevention	Development
Crisis Intervention	CGP Interpretation New Student Orientation	Student Need Assessment Program Development
Counseling/Therapy Referral Career Counseling Psychological Testing Exit Interview		Evaluation Program Planning
Personal-Social Counseling	Faculty Liaison Academic Advisement	Consultation Training Staff Development
Group Counseling Study Skills Committee Meetings Staff Meetings		Committee Meetings
	Pre-Admissions info. College Articulation Outreach	H.P. Seminars Professional Meetings
Health Referral		Health Education Health Week Health Counseling
First Aid	Preventative Health Programs -weight control -stop smoking -blood pressure control	
Minor Illness Care & Treatment		
Handicapped Student Services Senior Citizen Services		

Appendix 2

Comparative Guidance and Placement Test (CGP)

The following material describes in detail the various phases of the CGP test and the philosophy behind its use.

WHY TEST?

Guidance and placement are the purposes of the program. When a student enrolls at PGCC, he is given the Comparative Guidance and Placement Test (CGP) in order to take stock of himself and make sound educational and vocational plans. The counseling and advisement staff uses the results of the tests to help students choose appropriate courses and identify academic areas where they need help.

Comparative is also a key word. A student should know how his abilities compare with one another and with those of other students. His CGP student report helps him make these comparisons.

Finally, the CGP battery provides information which counselors and advisors need to:

(1) identify "high risk" students.
(2) spot students who need additional diagnostic testing.
(3) plan curriculums on the basis of students' abilities.
(4) summarize students' academic characteristics.

THE SIX SUBTESTS AND WHAT THEY MEASURE

Reading

The Reading score is a measure of the student's basic reading ability and his understanding of words in the context of a passage. The student is asked to answer questions about brief passages from types of material usually familiar to first-year students. Vocabulary is tested in the context of the reading passages and its measurement is an integral part of the Reading test.

Sentences

The sentences score reflects a student's ability to write without errors serious enough to distort the intended meaning of a sentence. In the test he is asked to recognize such errors and, in some questions, to select the best way to correcting them. As in the reading test, a special effort has been made to present material related to the interests and experiences of most students.

Mathematics

The mathematics score shows the result of the Mathematics C, D, or E test, whichever the student took.

Each test has two parts as follows:

Mathematics C - Computation and Applied Arithmetic is for students who have studied less than one-year of algebra.

Mathematics D - Computation and Elementary Algebra is for students who have studied one-year of algebra.

Mathematics E - Elementary and Intermediate Algebra is for students who have studied algebra for more than one-year.

A separate score is reported for each part of the mathematics test each student takes. A student who took mathematics D and did well in the computation part but poorly in the elementary algebra part would be advised that a course requiring basic understanding of algebra could present difficulty.

Year 2000

Year 2000 measures a student's ability to follow directions and fit together pieces of information. The test consists of a calendar for the first six months of the year 2000 and a set of directions for locating certain dates on the calendar. The directions become increasingly complex as the student

proceeds through the test; eventually he is required to use several rules in order to select a date.

Mosaic Comparisons

Mosiac Comparisons measures perceptual speed and accuracy. The object is to find the single small difference between pairs of otherwise identical mosaic or tile-like patterns.

Letter Groups

Letter Groups measures the students' inductive reasoning in a nonverbal context. He is given five groups of letters with four letters in each group. Four of the groups share a characteristic which the fifth does not have. The student must try out various hypotheses to determine which of the groups is different.

Interpreting the Scores

A Scaled score and percentile rank is given for each of these six subtests. Scaled scores range from 20 to 80 with a mean of 50 and a standard deviation of 10. The percentile rank shows how the students' scores compare with the scores of specific groups of students. Each percentile rank corresponds to a specific scaled score and shows the percentage of students in a reference group whose scores were lower than the corresponding score. Thus, if a student has a national percentile rank of 60 in the Reading test, 60 percent of the norm group had reading scores lower than his and 40 percent had scores that were higher.

A score in itself usually means very little to a student. If explained in terms of his standing in comparison with other students, it makes more sense to him. If a student sees that 90 percent of the sample group who took the test have better math skills than he has, he will realize that he needs more preparation before attempting a standard math course. A student whose reading

speed and comprehension is low compared with the norm group will be handicapped in many of his academic courses. A developmental reading course will help him prepare for freshman-level work.

It is crucial to remember that test scores are estimates. The accuracy of any measuring device must be evaluated from two stand points--how well does it assess the present situation and how well do its results predict a future state of affairs.

Margins of error are characteristic of the CGP tests. The tests contain only a sample of the multitude of questions that could be asked to reveal the kinds of ability that they are assessing. A student will earn different scores on different samples of questions even if the scores have been scaled to be comparable. In addition, the same student answering the same sample of questions on different occasions may receive slightly different scores simply because he works more rapidly at one time than another or chooses differently between two answers that seem equally plausible. Therefore, CGP score should be considered an estimate of the ability measured.

Statistical formulas have been developed for finding the extent of variation in scores and when these were applied to the CGP scores it was determined that there are 2 chances in 3 that a student's scaled scores on the tests are each within 3 to 5 points of his "true scores" or what they would be if they reflected his present status precisely.

Studies of the relation between CGP scores and course grades indicate definite — though not perfect — correlations between them.

It is crucial, however, to explore with students other factors that will affect his actual achievement in a course if he enters it -- his willingness to work hard, the time he will have for study, extra help the institution can

provide, and how well he has done in previous courses of the type in question. In interpreting CGP scores and percentile ranks to students, counselors and advisors emphasize repeatedly that the scores are estimates.

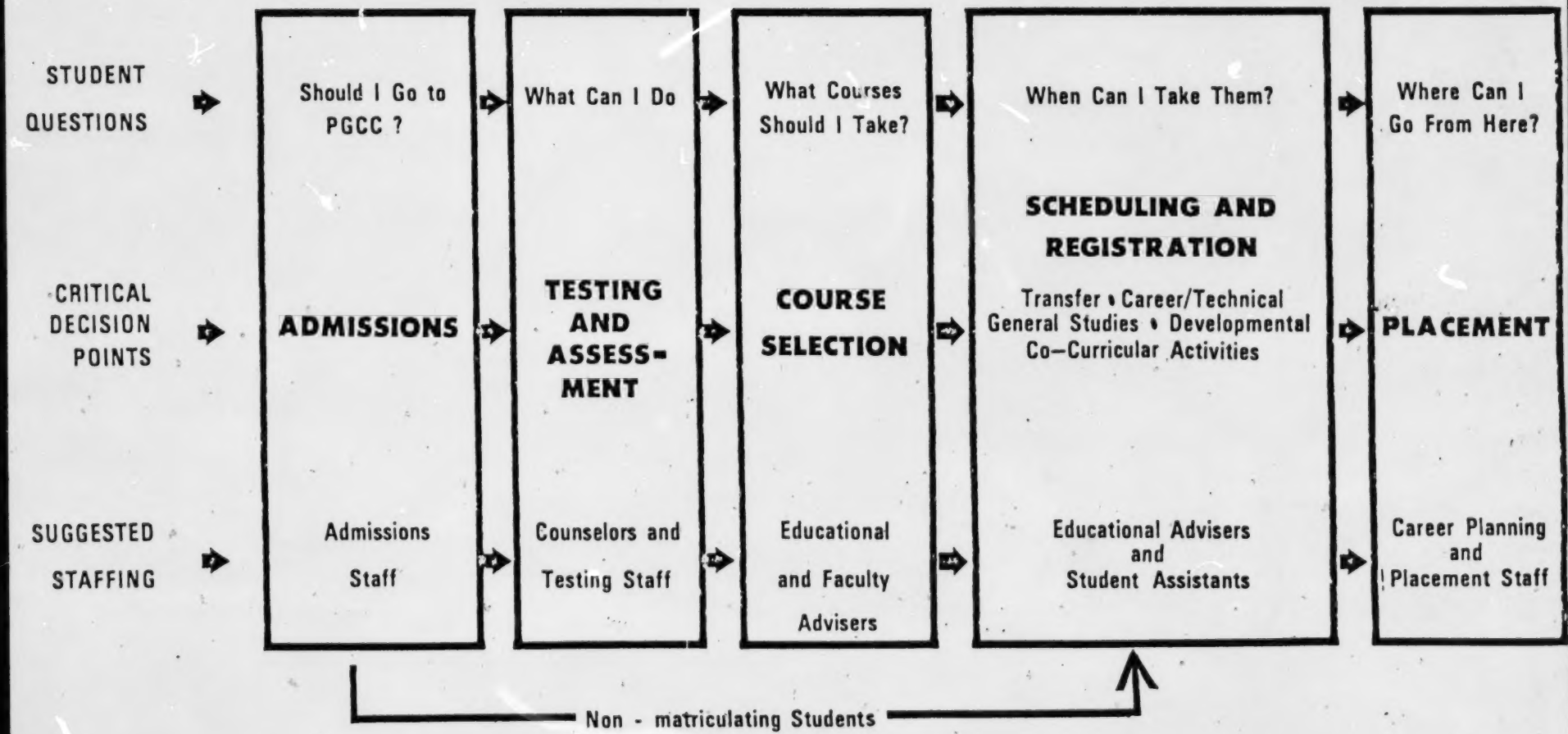
They give a general indication of strengths and weaknesses and an estimate of where a student stands at present in comparison with others.

A student who has low scores is apt to feel discouraged and defeated. Counselors and advisors help the student recognize his report as a basis for planning satisfying work. It is pointed out that scores reflect the student's abilities at the time he took the test, that he can probably improve them through developmental work, and that the extra preparation will put him in a far better position to undertake and succeed at a job he really likes.

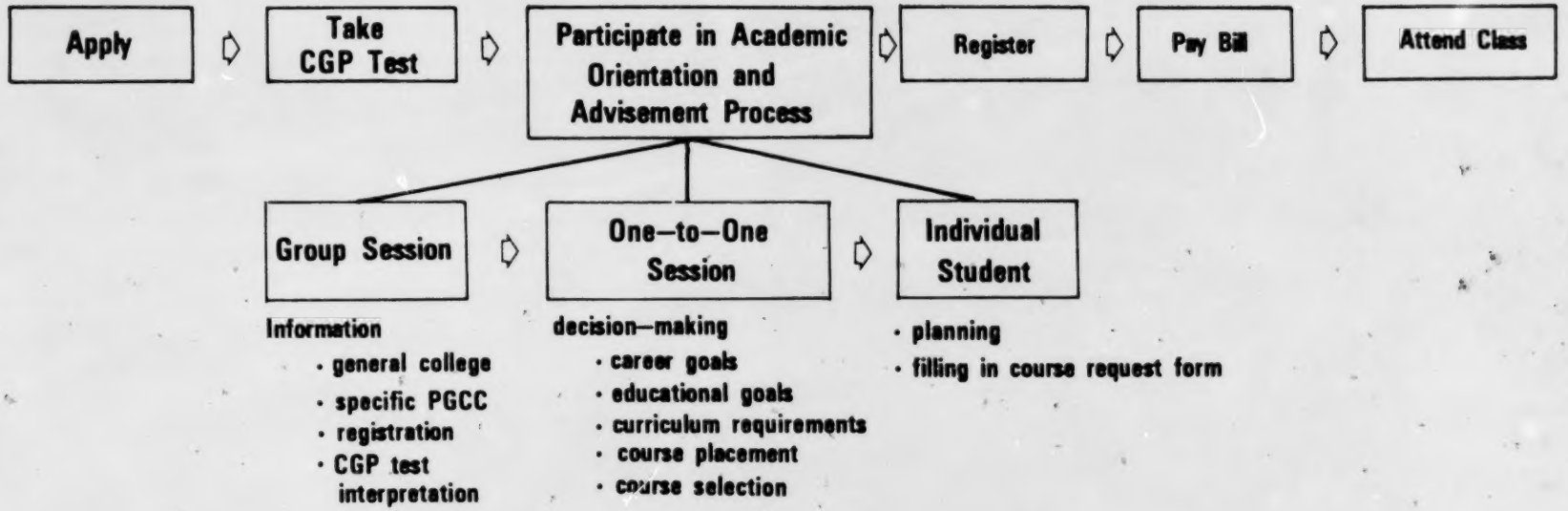
The test, in other words, is a way of estimating and assessing specific abilities and achievements at a given time. It is not the whole story. However, when used in combination with other information and interpreted properly, it can bring the counseling process, course placement, and education itself into much clearer focus than would otherwise be the case.

Appendix 3

PRINCE GEORGE'S COMMUNITY COLLEGE
STUDENT ADVISING PROCESS

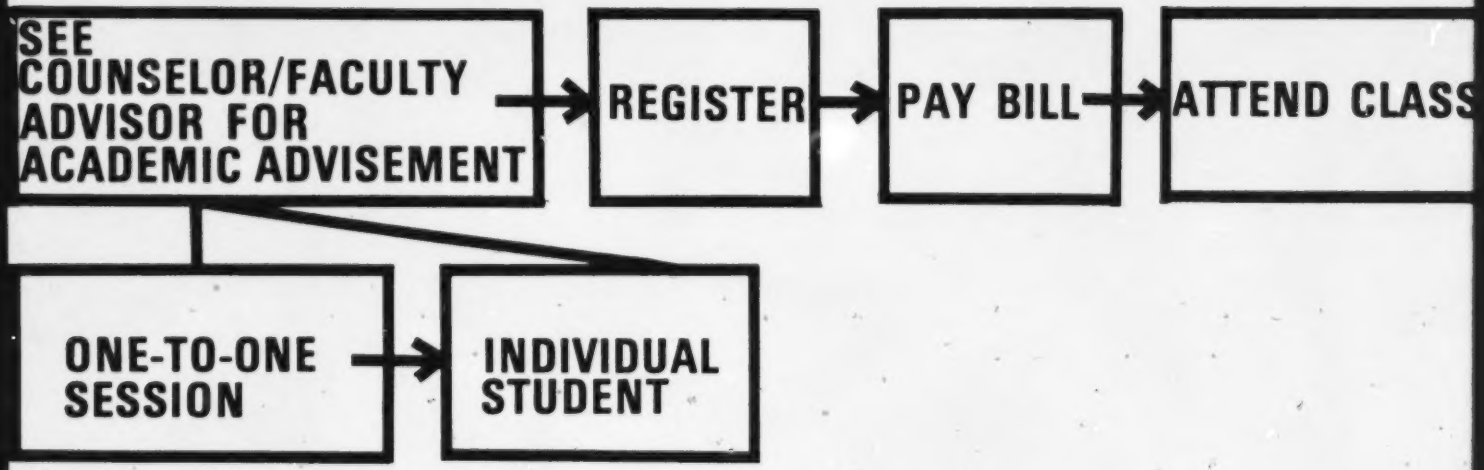


STEPS FOR NEW STUDENTS*
FROM
APPLICATION TO CLASSROOM



*First–time , Transfer, Concurrent Enrolled in High School

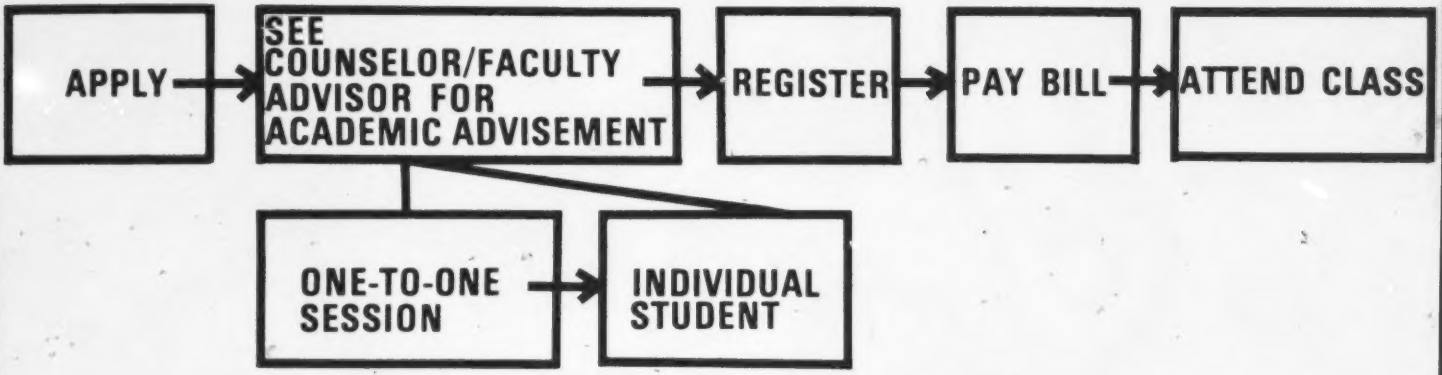
STEPS FOR CURRENTLY ENROLLED STUDENTS



Decision-making

- *career goals
- *educational goals
- *curriculum requirements
- *course placement
- *course selection
- *planning
- *filling in course request form

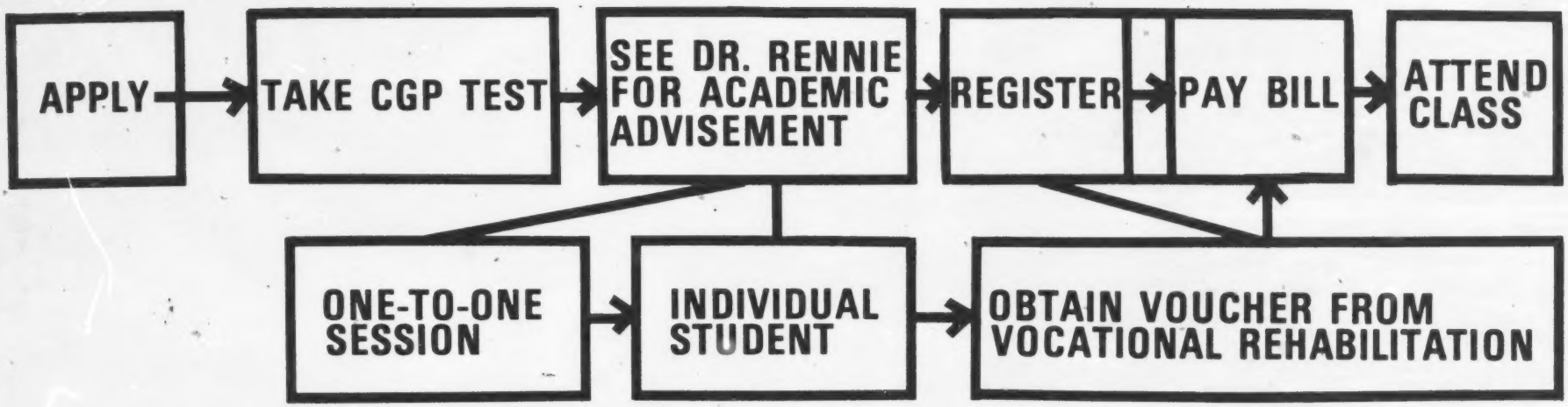
STEPS FOR READMITTED STUDENTS FROM APPLICATION TO CLASSROOM



Decision-making

- *career goals
- *educational goals
- *curriculum requirements
- *course placement
- *course selection
- *planning
- *filling in course request form

STEPS FOR HANDICAPPED STUDENTS FROM APPLICATION TO CLASSROOM



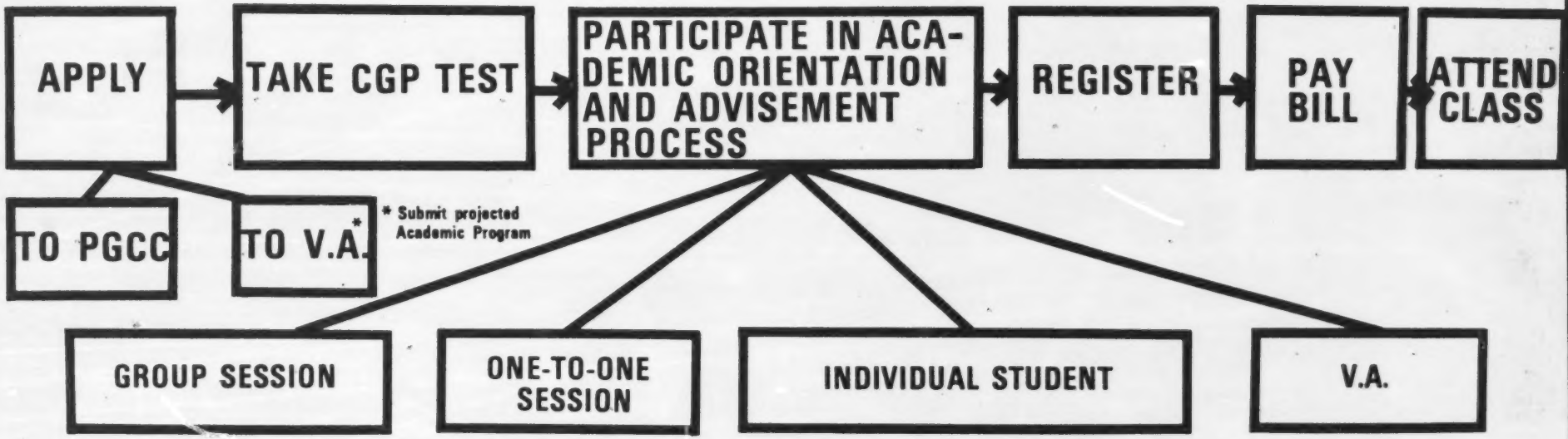
Information

- *general college
- *specific PGCC
- *registration
- *CGP interpretation

Decision–Making

- *career goals
- *educational goals
- *curriculum requirements
- *course placement
- *course selection
- *planning
- *filling in course request form

STEPS FOR V.A. STUDENTS*
FROM APPLICATION TO CLASSROOM



Information

- *general college
- *specific PGCC
- *registration
- *CGP interpretation

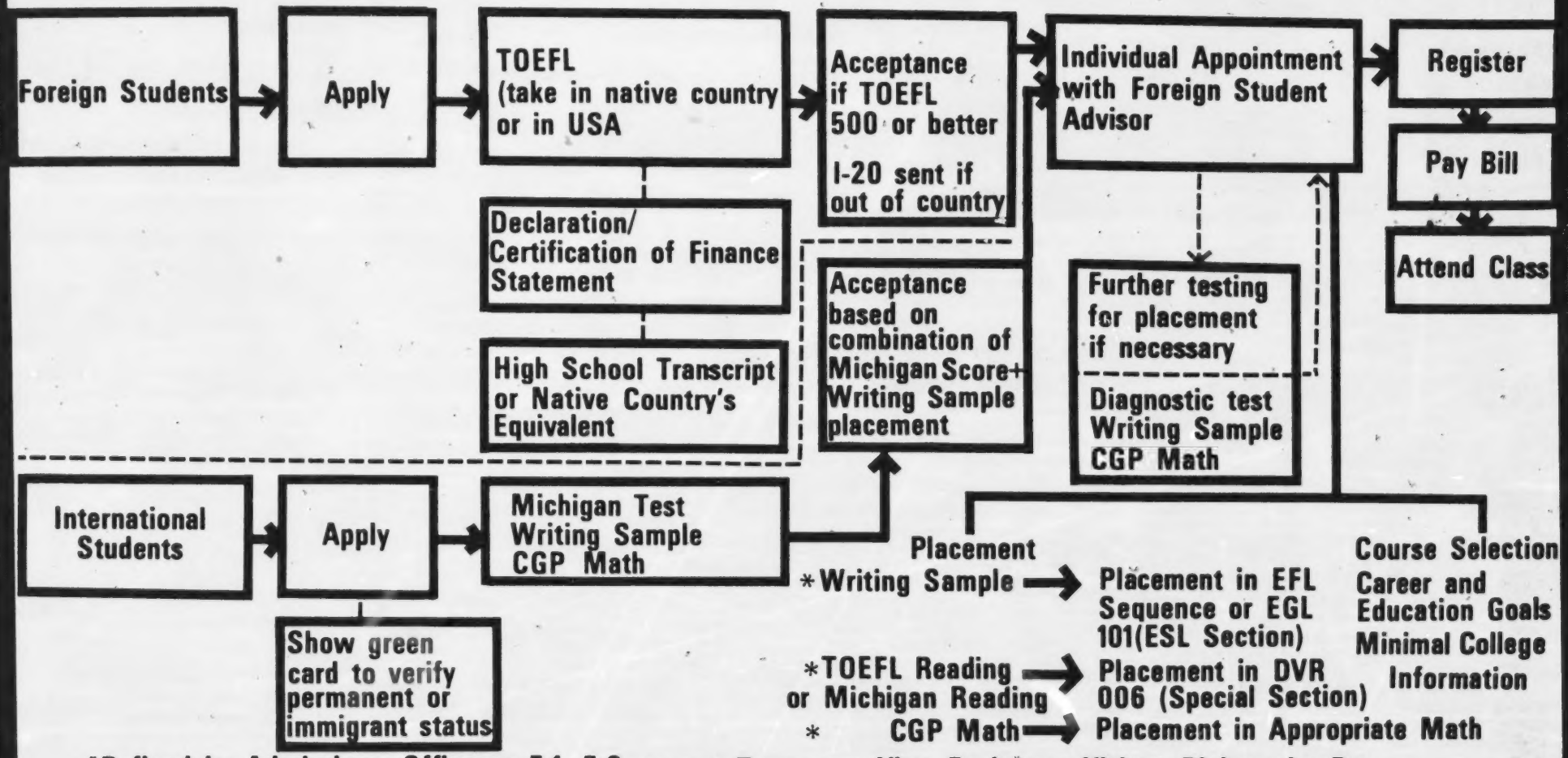
Decision–Making

- *career goals
- *educational goals
- *curriculum requirements
- *course selection

- *planning
- *filling in course request forms
- *confirm academic program

* Students planning to receive Veterans Benefits

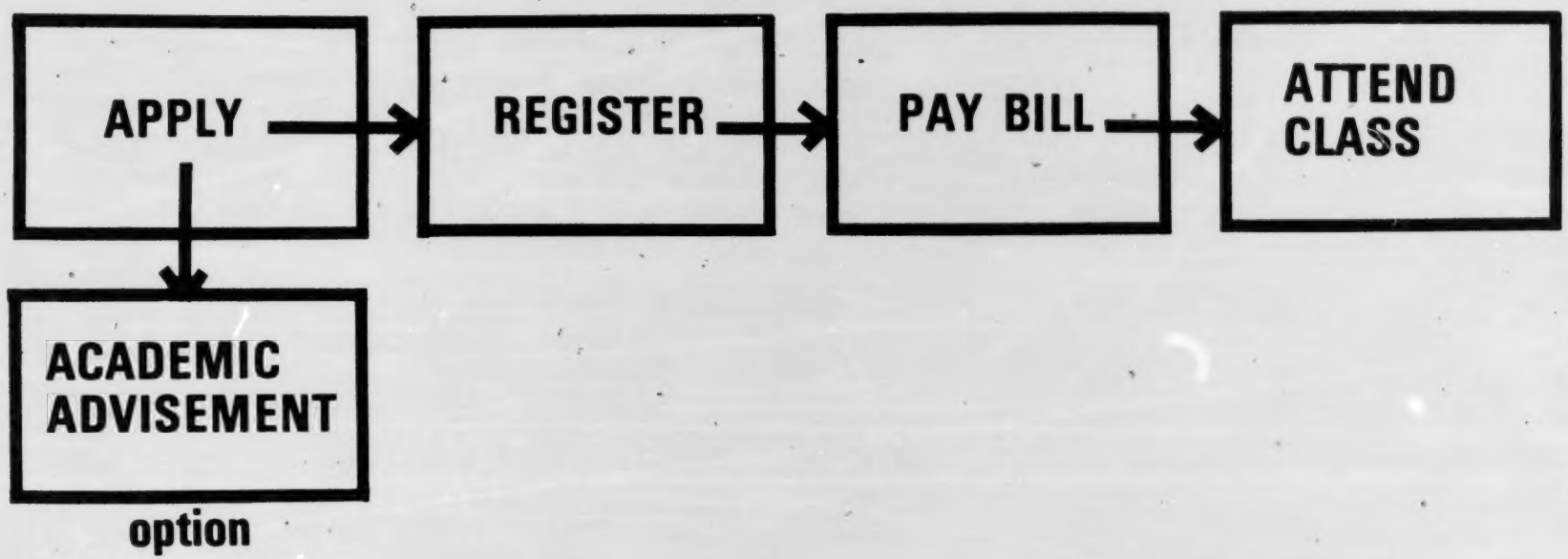
STEPS FOR FOREIGN* AND INTERNATIONAL** STUDENTS FROM APPLICATION TO CLASSROOM


Foreign Students
Apply
TOEFL (take in native country or in USA
Acceptance if TOEFL 500 or better
I-20 sent if out of country
Individual Appointment with Foreign Student Advisor
Register
Pay Bill
Attend Class
Declaration/ Certification of Finance Statement
High School Transcript or Native Country's Equivalent
Acceptance based on combination of Michigan Score+ Writing Sample placement
Further testing for placement if necessary
Diagnostic test Writing Sample CGP Math
International Students
Apply
Michigan Test Writing Sample CGP Math
Show green card to verify permanent or immigrant status
Placement
*Writing Sample → Placement in EFL Sequence or EGL 101(ESL Section)
*TOEFL Reading or Michigan Reading → Placement in DVR 006 (Special Section)
* CGP Math → Placement in Appropriate Math
Course Selection
Career and Education Goals
Minimal College Information

*Defined by Admissions Office as F-1, F-2, or any Temporary Visa; Exchange, Visitor, Diplomatic, Etc..

**Defined by Admissions Office as students, other than citizens, whose first language is not English and who have Permanent Resident, Immigrant, or Refugee status.

STEPS FOR NON-DEGREE-SEEKING STUDENTS FROM APPLICATION TO CLASSROOM



Appendix 4

Content of Advising Groups

Students are given an advisement packet which contains information they need in order to proceed with the registration process as well as information, in the form of brochures and pamphlets, describing services of the college. The packet contains a catalog which the student will need for future reference, a schedule of classes, a computer registration form and a student information system personal data update form. It also contains a booklet describing the uses of the CGP report, a map of the campus, a financial aid booklet, and two pamphlets: one describing the learning resources center and one describing services of the Career Planning and Placement Center. In addition, a bookmark listing student services personnel, their office locations and telephone extensions is included.

In addition to the above information, students in the Allied Health advising groups receive special instruction in the following areas:

1. Career information related to each of the Allied Health fields. Such topics as job description, salaries, job outlook, how to do a career search, and required educational background are considered.
2. Procedures for gaining entry into the Allied Health programs. The process of petitioning and CGP score requirements are considered.
3. Special eligibility criteria for selection and enrollment in the Allied Health programs. Deadlines, criteria, and CGP scores are reviewed.
4. Consideration of alternatives for students who are not initially eligible for selection.

Appendix 5, showing the schedules of faculty advisors, counselors, and educational advisors, was deleted due to irreproducibility prior to the document's submission to the ERIC Document Reproduction Service.

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LOS ANGELES

JUL 13 1979

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